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ABSTRACT

Noting that current theory and practice in literacy education emphasizes the importance of student independence, autonomy, and choice (commonly referred to as "ownership"), this book presents 14 essays that discuss what ownership means and how teachers can encourage students to take responsibility for their learning. Although student ownership has become a guiding principle in literacy education through the influence of whole language and writing process literature, the book notes that literacy educators find the concept of ownership a "slippery" concept. Essays in the book are: (1) "Complicating Ownership" (Curt Dudley-Marling); (2) "Understanding Ownership in Classroom Interaction" (Dennis Searle and Curt Dudley-Marling); (3) "Students and Teachers: Sharing Ownership and Responsibility in Reading" (Lynn K. Rhodes); (4) "Reading with Friends: A Peer-Tutored Reading Program" (Odette Bartnicki); (5) "Self-Reflection: Supporting Students in Taking Ownership of Evaluation" (Cheryl K. Ames and Hilary Sumner Gahagan); (6) "Integrating Social Studies and Whole Language in a Middle School: Finding a Core in Chore" (Mary Burke-Hengen); (7) "Lessons from Little Bear" (Susan Stires); (8) "Ownership for the Special Needs Child: Individual and Educational Dilemmas" (Cora Lee Five); (9) "The Power of Influence: Effecting Change by Developing Ownership" (Margaret Stevenson); (10) "Dialectics of Ownership: Language as Property" (Patrick Shannon); (11) "Writing a Difference in the World: Beyond Ownership and Authorship" (Catherine DuCharme and others); (12) "Liberating Student Intention and Association: Toward What Ends?" (Timothy J. Lensmire); (13) "Scaffolding: Who's Building Whose Building?" (Dennis Searle); and (14) "Teaching and Learning Together in Teacher Education: 'Making Easter'" (David Dillon and others). (RS)

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